

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name: **St. Paul's Chapel School**
other names/site number: **VDHR# 012-5010**

2. Location

street & number: **Brunswick Drive (VA State Route 644) at Interstate 85, Northwest corner.**
city or town: **None** vicinity **Meredithville**
state: **Virginia** code: **VA** county: **Brunswick County** code: **025** zip code: **23873**

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this **X** nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property **X** meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide **X** locally. (See continuation sheet for additional comments.)

Signature of certifying official Date

Virginia Department of Historic Resources

State or Federal Agency or Tribal government

In my opinion, the property **X** meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

<u> </u> entered in the National Register	Signature of the Keeper _____
<u> </u> See continuation sheet.	
<u> </u> determined eligible for the National Register	Date of Action _____
<u> </u> See continuation sheet.	
<u> </u> determined not eligible for the National Register	
<u> </u> removed from the National Register	
<u> </u> other (explain): _____	

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St. Paul's Chapel School
Brunswick County, Virginia
Part of: Rosenwald Schools of Virginia Multiple Property Document

5. Classification

Ownership of Property (Check as many boxes as apply)

☒ private
☐ public-local
☐ public-State
☐ public-Federal

Category of Property (Check only one box)

☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

Contributing	Noncontributing
<u>1</u>	<u>0</u>
	buildings
<u>0</u>	<u>0</u>
	sites
<u>0</u>	<u>0</u>
	structures
<u>0</u>	<u>0</u>
	objects
<u>1</u>	<u>0</u>
	Total

Number of contributing resources previously listed in the National
Register 0

Name of related multiple property listing (Enter "N/A" if property is not part of a multiple property listing.)

Rosenwald Schools in Virginia

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: **Education** Sub: **School**

Current Functions (Enter categories from instructions)

Cat: **Vacant / Not in use** Sub

7. Description

Architectural Classification (Enter categories from instructions)

Other

Materials (Enter categories from instructions)

Foundation: **Stone (Piers only)**

Roof: **Metal (Tin)**

Walls: **Wood (Weatherboard)**

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

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8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- ☒ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ **B** Property is associated with the lives of persons significant in our past.
- ☒ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- ☐ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** a birthplace or a grave.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object, or structure.
- ☐ **F** a commemorative property.
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education; Ethnic Heritage (African American); Architecture

Period of Significance: Ca. 1917-1941

Significant Dates: Ca. 1917, 1941

Significant Person (Complete if Criterion B is marked above): **NA**

Cultural Affiliation: NA

Architect/Builder: Unknown

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested.
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☒ University: **Rosenwald Archives, Fisk University**
- ☐ Other: _____
- Name of repository: _____

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10. Geographical Data

Acreage of Property: two acres

UTM References (Place additional UTM references on a continuation sheet)

Zone Easting Northing	Zone Easting Northing
1 <u>18 236100 4079335</u>	3 _____
2 _____	4 _____

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title: **Bryan Clark Green, Architectural Historian**

organization: **Virginia Department of Historic Resources** date: **15 September 2003**

street & number: **2801 Kensington Avenue** telephone: **(804) 367-2323 x117**

city or town: **Richmond** state: **VA** zip code: **23221**

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs: Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name: **Ms. Ella Avery-Smothers**

street & number: **4130 Mount Vernon Drive**

telephone: **(310) 677-3318 / (323) 864-7760**

city or town: **Los Angeles** state: **CA** zip code: **90008**

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to Keeper, National Register of Historic Places, 1849 "C" Street NW, Washington, DC 20240.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

**St. Paul's Chapel School
Brunswick County, Virginia**

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7. Summary Description:

St. Paul's Chapel School stands in a grove of pine trees in the northwest corner of the intersection of State Route 644 and Interstate highway 85 in rural Brunswick County, Virginia. Completed in 1920, the one-room, weather boarded school was funded by a combination of private funds, public support, and all-important funding from the Rosenwald Fund. One of the early Rosenwald-supported schools, the St. Paul's Chapel school was built while the Rosenwald Fund was still in its early, formative years, while still based at Tuskegee Institute. In later years, the Rosenwald Fund would move to Nashville, TN, and adopted a more formalized program, particularly standardized architectural plans. St. Paul's Chapel School stands as an important surviving example of the work of the early years of the Rosenwald Fund to provide educational facilities for African-Americans in the rural South.

Detailed Description

St. Paul's Chapel School is a one-room, one-teacher school, set in a two-acre site nestled into a grove of pine trees in the northwest corner of the intersection of Interstate 85 and Virginia State Route 644 in Brunswick County, Virginia. The school – measuring approximately 20 by 40 feet -- is of wood-frame construction, sheathed in un-beaded weatherboards, and covered by a standing seam metal roof, all of which rests on a rubble-stone foundation. The only decorative feature on the building is a lunette louvered vent in each of the gable ends. The primary interior space is a single 715-square-foot classroom. Lit by six, nine-over-nine, 91-inch tall, south-facing windows, the space was originally not electrified, and the generous windows provided all of the light for the classroom.

The school is entered through a small covered side porch on the west side of the school. From that porch, there are two entries into the school itself. The first is through a pair of five-panel pine doors that open directly into the single classroom itself, a room that housed all grades. The second entrance, a single five-panel pine door, gives entrance to a small, 60 square foot cloakroom. From that cloakroom, entrance is gained either into the classroom itself, or into a small, 87 square foot teachers' combination workroom, storage room, and – in later usage – kitchenette. Another single, five-panel, pine door allows direct access from this workroom to the exterior area (once probably part of a recreational area) on the north side of the school.

All interior walls (which remain in their original positions) are covered with horizontal, pine beaded board. All ceilings are covered with the same pine, beaded boards. All floors are of pine, tongue-and-groove boards. The interior was heated by a single stove (the original is no longer extant), which was ventilated through a single brick chimney. The only other loss to the interior is the removal of the original chalkboards, which once stretched along the east and west walls. The only modern intrusion to the interior is the addition of electricity.

There was no electricity, running water or sanitary facilities in the building. To the north of the school, two wood-framed privies were built – one for girls and one for boys. They have since been demolished. Also, to the north of the school stood a wood frame shed; that also has been demolished.

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8. Statement of Significance:

Applicable Criteria

The St. Paul's Chapel School meets Criteria A and is significant in the areas black ethnic heritage and education for its close association with the history of Brunswick County and its African American community. St. Paul's Chapel School also meets Criteria C as a significant example of Rosenwald Schools in Virginia.

Introduction

The concept of public education took root in Virginia with the new Virginia constitution of 1869 that provided for a universal, but segregated system of public education. Prior to this, schools were either private institutions or sponsored by religious organizations and were not available to most children in Virginia, especially African-American children. Following the Civil War, ex-slaves actively pursued universal education establishing hundreds of schools throughout the South during Reconstruction. They viewed literacy and formal education as a path to liberation and freedom. Between 1868 and 1870, new state constitutions in the former Confederate states were written that included some provision for state-supported universal education. The provisions, however, were far from generous, and distant from equitable. Although many of these schools were poorly maintained, a state system of public education in the southern states ranks as one of the major and permanent achievements of the Reconstruction era.¹ The Julius Rosenwald Fund sought to use private money to leverage the available meager public funds in order to improve the education of African-Americans in the South.

Julius Rosenwald and the Rosenwald Fund

Julius Rosenwald (1862-1932), was the president of Sears, Roebuck and Company and a benefactor who opposed the idea of perpetual endowments and frequently offered large philanthropic gifts on condition that they be matched by other donations. In 1917, he established the Julius Rosenwald Fund, the chief purpose of which was the improvement of education for African Americans. Augmented by local taxes and private gifts, the fund paid for the construction of more than 5,000 schools in 15 southern states. In Chicago, he established the Museum of Science and Industry (1929), contributed heavily to the University of Chicago, and founded dental infirmaries in the public schools. Rosenwald, who was heavily influenced by Booker T. Washington and his work at the Tuskegee Institute, supported the need for industrial training and education for blacks in the rural South. Initially, the Rosenwald program contributed to the construction of schools only in Alabama. Eventually, the scope of the Rosenwald Fund expanded to fund schools throughout the South. Rosenwald also funded Carter G. Woodson's publication Journal of Negro History and was a trustee of Tuskegee from 1912 until his death in 1932.

The Julius Rosenwald Fund traces its origins to May 1911. While on a fundraising trip to Chicago for Tuskegee Institute, Booker T. Washington first met Julius Rosenwald. Rosenwald hosted a luncheon for Washington in order to raise funds for Tuskegee, and during that meeting, the two men found they shared many connections. Both believed individuals were better off starting life without too many advantages. Both wanted to help institutions to help people raise themselves from poverty, provided that assistance could be administered without destroying a person's self-reliance. Both understood the effects of racial and ethnic prejudice. Rosenwald also adhered to Washington's belief that African-Americans should not aim for social equality, but should strive for individual perfection and mutual trade amongst themselves.²

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Before meeting Rosenwald, Washington convinced John D. Rodgers of the Standard Oil Company (through the General Education Board headed by John D. Rockefeller) to support the construction of schools for rural African Americans. In 1912, Standard Oil provided funds for three rural Alabama schools. Within five years, 46 schools were constructed in rural Alabama. The Standard Oil funding, however, ceased after Rodgers' death in 1909.³

In 1912, Rosenwald picked up where Standard Oil left off, funding six rural Alabama schools. In that same year, Rosenwald donated an additional \$25,000 to mark his 50th birthday. The additional donation was to be distributed as matching building grants for other African-American schools.⁴ The Alabama school-building program became the responsibility of Clinton Calloway in the Extension Department of Tuskegee Institute, under the close supervision of Booker T. Washington. After several years of ill health, Washington died in 1915. The collaboration between Washington, Tuskegee, and Rosenwald had created 300 rural African-American schools in Alabama, Tennessee, and Georgia, in addition to the original six, direct-funded schools. After Washington's death, Rosenwald endowed a memorial fund in Rosenwald's name to pay the Institute's debts and add to its endowment.

The work begun by Washington and Rosenwald was carried out on a much larger scale after Washington's death. Together, Rosenwald, the General Education Board, the Slater and Jeanes Funds, and the new head of Tuskegee, Mrs. Booker T. Washington, sought to develop a systematic plan for rural African-American schools in the South. Rosenwald's new plan included provisions for the housing and training of teachers. To reach this goal, Rosenwald agreed to pay one-third of the cost of building schools where strong financial and social commitment existed for the education of black students. The Fund would only support construction if the school term was at least five consecutive months, and would only provide teachers' homes if the school term was at least eight months.⁵ Each community seeking a school had to guarantee enough land for playgrounds, and agricultural work, where need for agricultural (education?) work was considered necessary. Labor, land, and materials furnished locally counted as cash at current market value. Each community had to guarantee to equip, furnish, and maintain schools after they were built. It was Rosenwald's hope to gradually reduce his contributions and increase public support, with the hope that eventually the entire process of funding African-American education would be undertaken using public money.⁶

The project soon became too great for Tuskegee to manage alone. On October 30, 1917, Rosenwald incorporated the Julius Rosenwald Fund in Chicago as a non-profit corporation having as its purpose the promotion of "the well-being of mankind."⁷ During the first phase of the Fund's operation (1917-1928), Rosenwald himself maintained control of the Fund. By 1920, the headquarters for the building project was moved from Tuskegee to Nashville, and, for the first time, put under the management of a white man, Samuel L. Smith, who was named director of the Rosenwald Fund Southern Office. (Previously, Smith had been State Agent for Negro Schools at the Tennessee Board of Education from 1914-1920.) One of the reasons for placing a white man in charge of school construction, it has been argued, was that many white contractors resented following instructions from and being under the supervision of African-Americans at Tuskegee.⁸ It has also been argued that the Rosenwald Fund was receiving criticisms from rural school architecture expert Fletcher B. Dresslar and General Education Board officials that Tuskegee did not provide proper construction supervision and financial practices.⁹ Smith's responsibilities included cooperating with the departments of public instruction in 14 southern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and later West Virginia). Under Rosenwald's plan, Smith would see that African-American State Building Agents were hired, with half of their salaries paid by the Fund and half by the states desiring new schools. These state agents would inspect and supervise the construction of schools and teachers' homes in their respective states. Eventually, the Fund expanded to include library services to rural schools.

Rules detailing requirements to be met prior to disbursement of funds were set at a meeting of State Supervisors of Negro Rural Schools held in Washington, D.C. on August 30, 1917¹⁰. The requirements were:

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1. The funds for building Negro rural schools were to be provided by Julius Rosenwald of Chicago Illinois. The sites and buildings of all schools aided by these funds would become the property of the public school authorities.
2. Funds were to be used to encourage officers, teachers, and public school officials to provide better schoolhouses, equipment, a more useful education of Negro children, and to supplement money, material, and labor as the school officers and communities may provide.
3. Funds were to be used to provide schoolhouses in rural districts, preferably for one and two-teacher schools. In order to receive funds, the districts must secure from public school funds or raise among themselves an amount equivalent to, or larger than that given by Mr. Rosenwald. In no case was the sum of money provided by Mr. Rosenwald to exceed \$400 for a one-teacher, and \$500 for a two-teacher school. Each schoolhouse was to be furnished with two sanitary toilets, and the building equipped with desks, blackboards, and heaters. The school site must include ample space for playgrounds, the minimum requirement for a one-teacher type being two acres.
4. In no case would Rosenwald aid be given until the amount raised by the community and that given by Mr. Rosenwald were sufficient to complete and furnish the schoolhouse to be built.
5. Committees qualifying for aid would be considered in the order of their application. The Fund would deposit with every cooperating State Department of Education a sum of money recommended by the General Field Agent, to constitute working capital, from which the proper state official would make disbursements as required. At the close of every month, the State Department would be expected to report to the General Field Agent any amount or amounts disbursed, with a statement showing that the work had been inspected and approved by an authorized representative of the State Department of Education. Thereupon, the Fund would replenish its deposit in the amount disbursed.
6. At the beginning of every school year, the number of schools to be aided in a state should be agreed upon by the Tuskegee Normal and Industrial Institute, and the State Department of Education in each respective state in which rural schoolhouses were to be erected.
7. The kind of building to be erected was to be approved by the Extension Department of Tuskegee Institute and, where required, by the State Department of Education. Plans and specifications for every building were to be approved by the General Field Agent before construction began. On request from the State Department of Education, the Fund considered it a privilege to furnish general suggestions, plans and specifications for schoolhouses.
8. Each community receiving aid from the Rosenwald Fund must complete and furnish the schoolhouse within six months after being notified of receipt of Rosenwald funds.
9. As far as possible, U.S. Department of Agriculture county agents, teachers, or any persons authorized to help in the building of the school, were to gain the approval and cooperation of the state, county, or township officers prior to beginning work.
10. Agents, teachers, and the like were to exercise care to secure the cooperation of Jeanes Fund Supervisors and State Supervisors of Negro Rural Schools. Such cooperation was intended to make one kind of work supplement the other. It was further desired that these agents and teachers enlist the cooperation and assistance of larger schools in various counties. It was hoped that through the help and assistance of such institutions a larger number of rural schools would be built in a shorter time.
11. Further, to secure a better grade of teachers and to assist these rural schools to better serve the needs of the community, it was suggested that an appropriation of not less than \$30 in any one year be granted to deserving communities that had erected new school buildings through aid received from the Rosenwald Fund. This \$30 was to be granted for the purpose of extending the school term two months for a one-teacher school and one month for a two-teacher school provided the community first raises an equal or greater amount for the same purpose. If, however, the school had a maximum term of seven months, the money granted by Mr. Rosenwald would be used with the sum raised by the community to increase the annual salary of the teacher or teachers employed. It was further recommended that this plan be carried out on a three-year basis with a view to the public authorities of the state taking over the increase of such extended school terms at the end of that period.

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Rosenwald's advancing age and failing health caused a major reorganization of the Fund on January 1, 1928. After that reorganization, the Fund took on new mandates, transitioning from private to corporate giving. Edwin Rodgers Embree replaced Rosenwald as president of the Fund. Embree employed a full-time Chicago headquarters staff that answered to a newly created board of trustees. Programs of the fund, which had originally focused on building rural African-American schools, expanded to include aid to colleges for teacher training, black leadership development, fellowships for promising black and white students, research on African-American health and medical services, subsidies for county and school libraries, appropriations for specific social studies, and contributions to agencies and individuals working in the field of race relations.

Julius Rosenwald believed that the generation that contributed to the making of wealth should be the one to witness the fruits of it. Accordingly, he stipulated that the Fund expend its interest and principle within 25 years of his death (1932). Accordingly, Embree discontinued the Rosenwald school building program in 1937 and closed the Fund completely in 1948. Until the past decade, the Rosenwald Fund was the largest philanthropic fund in the United States designed to fully expend itself in the name of the services it was established to provide.

By the end of the Rosenwald Fund's school-building program in 1932, the Fund had aided in the construction of 5,357 new schools in 883 counties across 15 Southern states. The Fund also occasionally supported construction of workshops and teachers homes. The largest number of Rosenwald schools were built in North Carolina – 813, Mississippi had 637, Texas 527, South Carolina 500, Louisiana 435, Alabama 407, Arkansas 389, Virginia 381, Tennessee 373, Georgia 261, Oklahoma 198, Kentucky 158, Maryland 153, Florida 125, and Missouri 4. The total cost of the entire project was \$28,408,520. This includes \$4,364,869 (15.36% in Rosenwald funds), \$18,105,805 (63.73%) in public funds, \$4,725,891 (16.64%) from African-Americans, and \$1,211,975 (4.27%) from the white community.¹¹

The Architecture of Rosenwald Schools

The schools varied in size from small one-teacher schools up to seven-teacher facilities that offered instruction from first-grade through high school. In the Fund's early years, wood-frame, two- and three-teacher schools were the most common. In later years, larger schools constructed of brick were built with greater frequency. One of the distinguishing characteristics of the Rosenwald Fund was the mandatory standards that had to be met in order to receive funding. These standards dictated that the proposed lot for school construction must consist of at least two acres. In addition, the architecture of the school was required to follow one of the designs outlined in guidance.

The Fund first published architectural plans produced by a pair of African-American architecture professors at Tuskegee, Robert R. Taylor and W.A. Hazel, in a 1915 pamphlet titled "The Negro Rural School and Its Relation to the Community." Taylor and Hazel created plans for a one-teacher school, two variations on a five-teacher school, and included plans for an industrial building, a privy, and two homes for teachers.

In 1920, control of the school-building program shifted to the new Rosenwald Fund office in Nashville. There, director Samuel L. Smith created new designs. The Fund soon built on those foundations with the publication of *Community School Plans*. The Rosenwald Fund reprinted *Community School Plans* twice, once in 1929 in *For Better Schoolhouses*, and again in *Community Units* in 1941. Smith produced plans for schools that ranged in size from one to seven teachers, with separate designs for buildings that faced east-west and buildings that faced north-south. Smith also produced plans for privies, industrial buildings, and residences for teachers. The plans were eventually distributed by the Interstate School Building Service, and reached an audience far beyond the South.¹²

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The most recognizable architecture features of Rosenwald schools were large banks of windows, an important feature in an era where rural schools seldom had the benefit of electricity. Samuel Smith's plans specified room size and height, blackboard and desk placement, paint colors, window shades, all in order to make the most of available light. Smith insisted that windows be placed so that light came only from the students' left, and included alternative plans depending upon the orientation of the school.

African-American Education in Virginia

Organized philanthropy during this period, particularly the Peabody Fund, the John F. Slater Fund, the General Education Board, the Julius Rosenwald Fund, and the Jeanes Fund, poured millions of dollars into school construction. In 1870, William Henry Ruffner, Virginia's first Superintendent of Public Schools drafted legislation that established public education and the Department of Instruction. Ruffner took his legislation a step further by including the education of blacks. Ruffner believed that the state was responsible for black education; however, these institutions were to remain segregated from white schools.¹³ This dual school system, separate and unequal, persisted until the 1960s and 1970s when the schools were finally integrated following the 1954 Supreme Court decision, *Brown v. the Board of Education*.

Although African Americans did have state-supported education, it was far inferior to that of whites. This was partially due to poor attendance, enrollment, and inferior instruction. In addition, funding on the state, county, and district levels was determined by school enrollment, therefore poor attendance placed severe limitations on African-American schools.¹⁴

To aid in the uplifting of African Americans through education, entrepreneurs of the time began establishing various funds. One of the first of these funds was the John F. Slater Fund established in 1882. The Slater Fund, supported by John F. Slater, donated money for schools, trade schools, and public country training schools for blacks across the South. The General Education Board consisted of a \$1 million endowment from John D. Rockefeller, which the Board used for school building maintenance and construction. Anna T. Jeanes founded the Jeanes Foundation, also known as The Negro Rural School Fund, Inc. The Jeanes Foundation donated money to African-American schools, but focused primarily on training black teachers.¹⁵

St. Paul's Chapel School

The only one-room school of the 13 constructed in Brunswick County with Rosenwald Fund support, (of the remainder, 11 had two teachers, and one had three teachers) St. Paul's Chapel School was built with a total of \$1,500 from the Rosenwald Fund. Of that total, the African-American contribution was \$450, the public contribution \$750, and the Rosenwald Fund contribution \$300. St. Paul's Chapel School was one of the early undertakings of the Rosenwald Fund, still in its formative years. In the period in which St. Paul's Chapel School was constructed, the Rosenwald Fund was still administered from Tuskegee Institute under Robert Russa Moton. Likely one of the results of its construction in the early years of the Fund, before procedures were fully established and tested, the St. Paul's Chapel School appears to have been constructed on private – not public – land, as was later required. This would impact the school in its later years.

On October 7, 1941, a local African-American sharecropper named Stewart Avery purchased the 123-acre farm of Delia Baily; included within the land was the two-acre parcel on which was located the St. Paul's Chapel School. The purchase proved contentious in the local community, as Avery claimed ownership of the school. The dispute was resolved with the appointment of a Special Commissioner, J.C. Hutchinson, who decided that the school and the two-acre site belonged to the Brunswick County School Board. The deed was not granted to Brunswick County until May 1951, and until his death in July 1968, Avery maintained the school belonged to him. Meanwhile, the school closed in June 1960 and remained vacant and disused for over 40 years. The school was then purchased by Ella Avery Smothers, a daughter of Stewart Avery, who is restoring the school and intends to use it as a museum and

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cultural center.

National Register Criteria For Evaluation of Rosenwald School Buildings

The National Register Bulletin *How to Apply the National Register Criteria for Evaluation* states that “for a property to qualify for the National Register it must meet one of the National Register Criteria for Evaluation by: Being associated with an important historic context, and Retaining historic integrity of those features necessary to convey its significance.”

Rosenwald school buildings in Virginia are potentially eligible for historic designation under Criterion A as representative of a pattern of events that made a significant contribution to the development of education in the state from 1917 to 1932. Social history becomes a relevant historic context for Virginia schools when schools provided space that served as community centers for rural life. Ethnic heritage becomes a significant context when the segregated public school system provided school buildings for the education of Virginia's African American students.

Public school buildings in Virginia may also be eligible for historic designation under Criterion C as architecturally significant examples of Rosenwald-propagated standard school building designs. These designs are well documented in the *Community School Plans* (1924 and subsequent editions) and the Rosenwald Fund archive at Fisk University.

Integrity of potentially eligible Rosenwald school buildings must be evaluated in terms of location, setting, and architectural design. Eligible schools should retain their historic character of setting, access, and school grounds. Design considerations are also important. Eligible schools should retain original massing, floor plans, surface materials, and ornamental detailing; retention of original fenestration is particularly important.

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Verbal Boundary Description

Boundaries for St. Paul's Chapel School are the entire two-acre lot as shown on the Brunswick County, Virginia tax map, parcel.

Boundary Justification

The boundaries include the entire two-acre parcel that was purchased by the county for a school and historically has been associated with St. Paul's Chapel School.

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Photographic Information:

All photographs are of:
St. Paul's Chapel School
Brunswick Co., Virginia
VDHR File Number: 012-5010
VDHR Negative Numbes: 21009 and 21010
Bryan Clark Green, photographer
All negatives are stored with the Virginia Department of Historic Resources:

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: General view
NEG. NO.: 21010 – Frame 20
PHOTO: 1 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: General View
NEG. NO.: 21020 -- Frame 7
PHOTO: 2 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Entry Porch
NEG. NO.: 21010 – Frame 5
PHOTO: 3 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Classroom
NEG. NO.: 21009 – Frame 6
PHOTO: 4 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Classroom
NEG. NO.: 21009 – Frame 6
PHOTO: 5 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Classroom
NEG. NO.: 21009 – Frame 11
PHOTO: 6 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Cloakroom.
NEG. NO.: 21009 – Frame 18
PHOTO: 7 of 9

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DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Workroom.
NEG. NO.: 21009 – Frame 21
PHOTO: 8 of 9

DATE: September 2003
VIEW OF: St. Paul's Chapel School
View: Workroom.
NEG. NO.: 21009 – Frame 20
PHOTO: 9 of 9

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Endnotes:

¹ Louis R. Harlan, *Separate and Unequal, Public School Campaigns and Racism in the Southern Seaboard States, 1901-1915*, (Chapel Hill, North Carolina: The University of North Carolina Press, 1958), 5.

² Alicestyne Thurley-Adams, *Rosenwald Schools in Kentucky, 1917-1932*. (Frankfort: The Kentucky Heritage Council and the Kentucky African American Heritage Commission, 1997), 8, and M. R. Werner, Julius Rosenwald: The Life of a Practical Humanitarian (New York: Harper & Brothers, 1939), 114.

³ Thurley-Adams, 8, and Werner, 127.

⁴ Mary S. Hoffschwelle, Rebuilding the Rural Southern Community: Reformers, Schools and Homes in Tennessee, 1900-1930. (Knoxville: University of Tennessee Press, 1998), 4.

⁵ Werner, 133, Thurley-Adams 17.

⁶ Thurley-Adams, 17.

⁷ Fisk University Special Collections, Rosenwald Fund Archives, Box 331:f4.

⁸ Edwin Embree and Julia Waxman. Investment in People: The Story of the Julius Rosenwald Fund. (New York: Harper and Brothers, 1949).

⁹ Hoffschwelle, Mary S. Rosenwald School Conference: Resource Guide. Murfreesboro, (Tennessee: Middle Tennessee State University, 1995).

¹⁰ "Plans for the Erection of Rural Houses: Fisk University Special Collections, Rosenwald Fund Archive, Box 331:f4, as recorded in Thurley-Adams, 18-21.

¹¹ Thurley-Adams, 21-22.

¹² Mary Hoffschwelle, *Rosenwald School Conference: Resource Guide* (Murfreesboro, Tennessee: Middle Tennessee State University, 1995), 3-6.

¹³ William A. Link, *A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920*, (Chapel Hill, North Carolina: The University of North Carolina Press, 1986), 17.

¹⁴ Ibid, 39.

¹⁵ Buck, 156-161.